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ABSTRACT

Professional and personal success is related to a person's ability to listen, speak, read, and write effectively. As with other acquired abilities, communication skills must be supported and reinforced in a variety of contexts. Colleagues in the Speech Communication Association have raised valid issues regarding the appropriateness and effectiveness of communication across the curriculum. In a literature review, Ellen Hay raised four concerns: (1) training for faculty outside of the discipline; (2) quality of the students' experience; (3) drawing oral activities from a spectrum of the communication discipline; and (4) approaching communication abilities in a developmental manner. No workshop can train faculty from other disciplines to teach or evaluate communication competencies as well as a professional oral communication teacher. On the other hand, faculty can be trained to maintain and encourage the continued use of emerging communication abilities if students have had an effective introductory class. If an assignment or course that is intended to emphasize communication experiences is well developed, then students can be challenged to use a variety of communication skills. When faculty members are concerned about students' development as critical thinkers, writers, and speakers, then the communication exercises that are incorporated into their courses can help students develop, maintain, and increase their communication competencies. (Appendix A provides the World Regions Country Report 1987, and Appendix B provides detailed plans for the MCAP Summer Workshop. Thirty-two references are attached.) (MG)

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Speaking Across the Curriculum:

Moving Toward Shared Responsibility

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Presented at the Conference on College Composition
and Communication, Chicago, Il.,
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Whether the evidence comes from international organizations, marriage counselors, or the graduates of our institutions of higher learning, a case has been clearly presented that professional and personal success is related to a person's ability to listen, speak, read, and write effectively. Specific support for the importance of effective communication skills in the workplace was reported in a survey of graduates of the Business School at the University of Minnesota. The respondents placed oral communication skills at the head of a list of various abilities related to job success (Foster et al., 1978). Similarly subscribers to Harvard Business Review rated the "ability to communicate" as the most important characteristic of a promotable executive (Foster et al., 1978). When describing marital relationships many behavioral scientists contend that success in marriage is related to the manner in which couples communicate (Scoresby, 1977).

Since communication competency is related to professional and personal success, persons who teach oral communication are frustrated when studies reveal that: 75% of 412 responding elementary school teachers provide no oral language instruction (Winkeljohann, 1978); only 32% of over 300 secondary schools require a speech communication course, and the people teaching the course have had little or no training in the discipline (Book and Pappas, 1981); and only half of responding colleges and universities require an oral communication course for students in education, arts and sciences, and business (Gibson et al., 1980).

While it has been argued that an independent oral communication course taught by a qualified instructor provides the best means of developing communication competencies (Boileau and McBath, 1987), it is imperative to avoid the assumption that a single course in oral communication will provide an immediate solution which will guarantee that students will be effective communicators for the rest of their lives. As with other acquired abilities communication skills must be supported and reinforced in a variety of contexts. Happily colleagues in a number of fields have discovered that oral activities provide an excellent means for helping students learn to acquire the critical thinking skills needed to master discipline based concepts. For instance the advantages of using speech activities to teach writing and thinking have been discussed in any number of articles in journals devoted to teaching English. Golub (1986) noted that "oral communication activities with their emphasis on the same skills that are used in one's written communication belong in the English classroom" (p. 16). Similar views have been presented by Saunders (1985), Collins (1982), Wolsch and Wolsch (1982) and Schultz (1986). The ongoing rhetoric program at the University of Iowa provides a practical example of effectively combining instruction and practice in written and oral communication (Harper, 1981; Ochs, 1986; Trank, 1986). Other disciplines which have successfully integrated oral activities and content include: business programs (Clarke, 1983; Nelson, 1982); engineering (Selfe, 1983); nursing (Norris, 1986); psychology (Klugh, 1983); and teacher education (Wagner, 1984; Smith, 1982).

As belief in the value of using oral and written communication skills and activities to teach disciplinary concepts has grown the number of campus wide communication across the curriculum programs has increased. Alverno College (Loacker, et al., 1984; Mentkowski and Doherty, 1984); De Pauw University (Weiss, 1979, 1986, 1987); St. Mary-of-the-Woods College (Dukes, 1986; Cooper, 1986; Flint, 1986); and Central College (Connon and Roberts, 1981a, 1981b; Roberts 1983, 1984) are representative of institutions that have established successful programs which involve the entire campus.

As with any pedagogical approach colleagues in the Speech Communication Association have raised valid issues regarding the appropriateness and effectiveness of communication across the curriculum programs. Specifically in a literature review Hay (1987) raised four concerns: 1: Do faculty outside of the discipline have sufficient training in communication instruction and evaluation; 2) is the quality of the students' experience sufficient to promote further interest in the study of communication; 3) are the communication activities drawn from a full spectrum of the communication discipline; and 4) are communication abilities approached in a developmental manner?

Of Hay's four questions the first two can be addressed together. Regardless of its length or intensity no workshop can train faculty from other disciplines to teach or evaluate communication competencies as well as a professional oral communication teacher. However, if students have had an effective introductory oral communication class then faculty can be trained to maintain and encourage the continued use of emerging communication abilities. In

the case of the Central College program which was sponsored by the National Endowment for the Humanities from 1979 through 1981 two-thirds of the faculty attended month long summer workshops. In the workshops two weeks were devoted to increasing understanding of speaking and listening processes. The participants then reworked course syllabi to reflect more communication experiences. In total more than 200 courses emphasized oral and written communication skills. Roberts (1984) reported that 75% of the students noted an increase in their communication abilities and 92% expressed a desire to continue to improve their skills.

Hay's third question focused on whether oral activities were drawn from the full spectrum of the communication discipline. If an assignment or course that is intended to emphasize communication experiences is well developed then students can be challenged to use a variety of communication skills. In light of the success of the previous workshops in 1986 Central College applied to the Meredith Corporation for a grant. In addition to other kinds of support the grant provided for four week summer workshops for the summers from 1987 through 1989. From the perspective of having been an instructor in the 1987 and 1988 sessions it was obvious that the participants were excited about new pedagogical approaches that could be incorporated into their courses. Virtually all of the participants developed assignments that used journals, short term problem solving groups, formal oral presentations and writing conferences. One excellent example is of a term-long set of assignments developed for a World Regions Geography class. The instructor Jan Curry-Roper cleverly incorporated a significant amount of reading and writing

along with small group work and oral presentations in a way that increased the students knowledge of the earth (See Appendix A). Clearly if colleagues are dedicated to using writing and oral activities in their classes, a number of communication skills can be utilized.

The willingness of colleagues to spend time developing new approaches to courses does not occur by accident. Obviously motivation is increased when people are rewarded for their work, and so the $1500 stipend each participant received was a contributing factor in the success of the program. However, the real impact of the workshop was the result of interaction where colleagues could learn new concepts while sharing with others their pedagogical goals successes, concerns, and frustrations. This growth and interaction was the result of the careful planning for which Walter Cannon, the program director, was primarily responsible (See Appendix B for detailed plans for the workshop).

The final question Hay asked was whether communication abilities are approached in a developmental manner. She was concerned about the development of skills in primary and secondary schools. If students have not had training in oral communication then the skills must be developed upon entering college. When faculty members are concerned about students' development as critical thinkers, writers, and speakers then the communication exercises that are incorporated into their courses can help students develop, maintain and increase their communication competencies. Thus, while each discipline must teach the specific critical thinking skills which are essential to understanding and functioning in the field, the approaches used in

presenting disciplinary information can utilize a wide variety of skills which are essential in order to become a liberally educated person.

End Notes

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APPENDIX A

World Regions
Country Report
1987

A. DURING THE QUARTER: YOU MUST GIVE A 5-10 MINUTE REPORT ON WHY WE SHOULD WANT TO VISIT YOUR COUNTRY. TIMES WILL BE ASSIGNED. BE CONVINCING!!

B. ASSIGNMENTS THROUGHOUT THE QUARTER:

1. You are required to read up on your country throughout the quarter. Hand in a notecard every other week which contains correct bibliographic information on the article or book and a summary of the article. ENCYCLOPEDIAS ARE NOT ACCEPTABLE SOURCES.

2. You are required to complete six separate assignments that are spread through the quarter and are meant to help you learn more about your country.

C. FINAL REPORT
**TO BE TURNED IN AT THE END OF THE NINTH WEEK

You have two choices:

(1) If you want the possibility of getting an A on the project, you must complete the following:

A typed summary report of your findings from assignments 1-6. Integrate all the material together into a description of the country.

Choose one of the following audiences for your paper:

a) The Dean of Central College who is considering starting a foreign study program in your country.
b) A travel agent who is looking into leading a study tour to your country.

Use your best writing and organizational skills. Use footnotes to cite sources. (see James D. Lester, Writing Research Papers) PROOF READ! It is terribly embarressing to hand in what ends up being a poorly proofed to your boss. Include a typed bibliography, using correct bibliographic form. (See Lester, Writing Research Papers)

DOING THIS PROJECT DOES NOT ASSURE YOU OF AN A, BUT YOU HAVE THE POSSIBILITY OF AN A.

(2) If you are satisfied with a grade lower than an A you must type up the following:

Write up each of the six assignments, thoroughly answering the questions of each.

Put together an annotated bibliography on you country. This should include a minimum of five sources (the equivalent of a C grade). All sources must be recorded in correct bibliographic form. (See Lester above).

Write a 3-5 page essay on one aspect of the country that you found to be interesting - natural environment, culture, etc. Do not merely list facts. Try to emphasize WHY something is the way it is or develop an EXPLANATION of what you find interesting.

BOTH TYPES OF PROJECTS WILL BE GRADED ON:

1. Class presentations (Were you prepared? Were your thoughts well organized? Were you convincing?)

2. Summary report: Is it well written? Are footnotes and bibliography done properly? Does the content/ quality of the paper and questions stay at the "common knowledge" level or does it show additional insight and thought? KEY**Do you just deal with facts or do you deal with ideas and concepts introduced in class? Does the content illustrate your ability to use geographic concepts learned in class?

I give C grades for those who do the basic assignment, but nothing more. A grade of a B is given to those who show an additional effort beyond the minimum - a real effort and with more than the minimum sources to do so, good participation, curiousity, and insight. An A grade is given to those who do the first choice from above and do an exceptional job in participation, presentation, writing, providing insights, and integrating class material (especially geographic theories) with country material.

World Regions
Country Reports
1987

ASSIGNMENT NUMBER ONE - Exploring map reading.

On your own: Look through the maps in your atlas that include your country. List as many characteristics of the country as you can from the maps. Describe any relationships that you can think of among these characteristics (for example, mountainous terrain usually means fewer people or lower population density). List any further questions that come to mind as you look at the maps that cannot to be answered on the questions sheet in the back of your folder.

In small groups: Appoint a recorder to take notes for your group. Each individual should present the relationships between features that they discovered to their small groups. Take the relationships that everyone found, or most everyone, and set them aside. These would be the ones that are perhaps the most obvious and thus would be considered "common knowledge." Take those relationships discovered by your group that are less "common" and try to explain them. By this I mean for you to explain, for example, why you find fewer people in mountainous areas (to stay with the above example). The emphasis on this part of the assignment is on the WHY.

1. Present your "uncommon" relationships and your guesses at the WHY explanation for them to the class as a whole.
2. List any problems members of the group had in reading the maps (could you understand the legends, etc.). Present these to the class also.
3. While still in the small groups, each member of the groups should rank the other members of the group, from highest to lowest, on participation. **Hand in the notes from the recorder and the individual rankings.

On your own: With the additional insights provided by members of your small group, add any further information or insights on your country to your own personal country report. Additional questions and/or answers may have also been generated for the sheet in the back of your folder. Make sure you also put down a correct citation for your atlas.

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Fall 1987

ASSIGNMENT NUMBER TWO - Defining Regions

What region is your country in? To answer the question, consult 1) your atlas, 2) Pontius and Woodward, and 3) encyclopedias (library) or regional geography texts (outside my office door). What characteristics do all the countries within your region have in common (why were they classified as one region)? Were there any disagreements among the three sources you consulted? BE PREPARED TO PRESENT YOUR FINDINGS IN CLASS UPON REQUEST. Additional questions on the country that came to mind should be added to the sheet at the back of your folder. BE SURE TO CORRECTLY CITE THE SOURCES USED.

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ASSIGNMENT NUMBER THREE - Climatic Graphs

On your own: Draw a climatic graph for a city within your country on the graph provided on page 15 of Pontius and Woodward. Climatic data for this assignment can be most readily obtained in the reference section of the library. Answer the following questions about the results:

1. What is the latitude of the city?
2. Where is the city? (on the coast, inland, in the mountains, etc.)
3. Describe the temperature pattern.
4. Describe the rainfall pattern.
**5. Of those described in class, into which climatic region does the city best fit?

In small groups: Divide up into small groups based on the climatic regions into which you placed your city.

1. Go over each graph. Do they indeed fit into the region in which they were placed? If not, the individual should move to the appropriate group.
2. Appoint a recorder to take notes. Answer the following questions:
   a) What do the places all have in common? (latitude, altitude...)
   b) How are the places all different?
   c) List any questions raised by the differences and similarities.
3. Describe to the class as a whole, the climatic characteristics of your region, and your other findings and questions.
4. While still in the small groups, each member of the groups should rank the other members of the group, from highest to lowest, on participation. **Hand in the notes from the recorder and the individual rankings.

On your own: With the additional insights provided by members of your small group, add any further information or insights on your country to your own personal country report. Additional questions and/or answers may have also been generated for the sheet in the back of your folder. Make sure you also put down correct citations for sources of information you used.

World Regions
Country Reports
1987

ASSIGNMENT NUMBER FOUR - Trade

Find the following information for your country:

a) exports: what are the main exports?; who are the major purchasers of these exports?; who else produces the same thing?; what percentage of the world production of these products does the country control?

b) imports: What are the main imports?; who are the main suppliers of these imports?

c) What is the balance of trade (value of exports to imports)?

***THEORIZE/HYPOTHESIZE: How did these relationships develop? (It may help to reflect on the lectures on the Sahel region of Africa.)

Statistics for these questions must be very recent and are found in the reference section of the library (for example, The Encyclopedia of the Third World). Be sure to correctly cite the sources used and add any questions/answers you have to the page in the back of your notebook.

**BE PREPARED TO PRESENT YOUR FINDINGS AT THE BEGINNING OF A CLASS PERIOD, UPON REQUEST, SOMETIME DURING THE QUARTER.

World Regions
Country Reports
1987

ASSIGNMENT NUMBER FIVE - Population

On your own: Draw a population pyramid for your country on the graph on page 18 of Pontius and Woodward. You will find the data you need in the reference section of the library.

1. Decide whether the pyramid represents an expansive, constrictive, or stable population (as described in class).
2. Describe and explain what past problems and trends you see in the pyramid and what future problems face the country.

In small groups: Divide up according to the three pyramid types. Continue as follows:

1. Appoint a recorder to take notes.
2. Decide whether each member fits into your group. If not, make the necessary changes.
3. Each member should explain the problems they see facing their country, discerned from the population pyramid.
4. Decide on some of the most interesting discoveries (the most "uncommon" interpretations?)
5. Be prepared to present these to the entire class.
6. While still in the small groups, each member of the groups should rank the other members of the group, from highest to lowest, on participation. **Hand in the notes from the recorder and the individual rankings.

On your own: With the additional insights provided by members of your small group, add any further information or insights on your country to your own personal country report. Additional questions and/or answers may have also been generated for the sheet in the back of your folder. Make sure you also put down correct citations for sources of information you used.

**BE PREPARED TO PRESENT YOUR FINDINGS AT THE BEGINNING OF A CLASS PERIOD, UPON REQUEST, SOMETIME DURING THE QUARTER.

World Regions
Country Reports
1987

ASSIGNMENT SIX - Industry

Anver the following questions about your country:

1. What manufactured goods are produced in your country?
2. What rav materials are needed to produce that good?
3. Where do the rav materials come from?
4. Where is the main market for the goods produced (exported? and to what country? or for the local market?)
5. Using the concepts presented in lecture on industrial location, and given the information you have discovered above: **WHY might the industry be located where it is?

You will find the data in the reference section of the library. Be sure to correctly cite the sources used and add any questions/answers you have to the page in the back of your notebook.

**BE PREPARED TO PRESENT YOU FINDINGS AT THE BEGINNING OF A CLASS PERIOD, UPON REQUEST, SOMETIME DURING THE QUARTER.

APPENDIX B

MCAP SUMMER WORKSHOP
detailed plans

Week 1

June 2

9:00 Introduction: general outline of workshop; stipend; expectations--logs during workshop, a set of plans/activities/assignments at end, giving a lunchtime talk, helping others; books, articles, the movement from expressive/informal to transactional/formal; the notion of interpretive communities; cognitive development

Things to give me or get ready:
1. Successful writing assignment
2. Article on pedagogy
3. Sample from journal in your discipline
4. Sample student papers--good and bad

10:00 Expressive writing on a person who influenced you most about language

10:30 Break

10:45 Reading/responding to the writing in triads; then report back to whole group

12:00 Lunch

1:00 Discussion of issues arising from the experience: What it's like to be a writer; a responder; to be given a writing assignment; to know something of audience; move to generalizing about principles: audience, purpose, voice, and writing as process

2:00 Make reading assignments: keep track of insights/issues about the following in your log--
Toby Fulwiler, The Argument for WAC
James Britton, Notes on a Working Hypothesis...
James McCrimmon, Writing as a Way of Knowing

Write, now, in your journals as a pre-reading activity, a description of your own writing process: what do you attend to and when, when you write?

June 3

9:00 Discuss articles in disciplinary groups with the following issues/questions in mind:
1. Your understanding of what is meant by "composing process"
2. Compare these notions with your own process as described yesterday
3. How can writing/speaking be modes of learning in your discipline?

4. The importance of expressive writing/talking as modes of learning
5. Problems or points of controversy for you

10:15 Break

10:30 Report back to group

11:30 Make reading/journaling assignment:
Susan MacDonald, Problem Definition in Academic Writing
Elaine Maimon, Maps and Genres: Exploring Connections...
For your journal: Compare the notions expressed here with the article from your own discipline. Consider also if you have time: what constitutes evidence in your discipline; the goals of your courses and individual assignments;

12:00 First gourmet picnic?

Week 2

June 6 9:00 Discuss Maimon, MacDonald articles in groups

10:00 Report back to entire body

10:30 Break

10:45 Make assignment on assignments: (show some examples) Gather into disciplinary groups again to design an assignment that introduces colleagues in another disciplinary group to your discipline. This assignment ought to get colleagues to think like a biologist, a social scientist, an educationist, what have you, and ought to incorporate "whole language" - writing, speaking, and reading. Don't think in terms of some kind of formal speaking or writing assignment; rather think how writing and speaking can be used to discover principles of thinking in your discipline. The assignment may involve reading, observing, discussing, brainstorming, or other kinds of collaborative learning at some point, but writing ought to be involved as well.

1:00 Work in groups to come up with an assignment that will be given to another group:
--introduce someone to your discipline
--use the whole language
--plan for some kind of assessment
--limit the activity so that it can be done in the morning on Tuesday

June 7

9:00 Make assignment to another group. There will be 4 groups; each one makes and does an assignment. Each member ought to be doing some writing, although they might not be writing the same thing.

9:30 The rest of the AM is reserved for doing the assignment

1:00 Assignments due to be turned in to the group which made the assignment. Then each group meets to evaluate the assignment they gave. The focus of the evaluation session ought to be on the assignment generating process rather than on just how well your colleagues measured up. How well did the assignment work to introduce colleagues into your discipline?

2:30 Report back to whole group on what happened and attempt to arrive at suggestions/principles for making and evaluating assignments in various disciplines.

3:00 Al makes assignment on group process

June 8

9:00 Group process with simulation

1:00 Break off into disciplinary groups for brainstorming on groups, collaborative learning. Prepare to report tomorrow.

2:30 Joyce makes reading assignment:
Peterson, In Search of Meaning: Readers and Expressive Writing.

2:30 Sharing of assignments with whole group.

June 9

9:00 Process the group discussion on using groups.

10:30 Joyce: What needs to be involved in making reading assignments? Work in pairs to develop a reading assignment.

1:00 Process reading assignment

2:00 Walt makes reading assignment for June 10:
Toby Fulwiler, The Personal Connection: Journal Writing Across the Curriculum
Patricia Bizzell, William Perry and Liberal Education
Linda Simon, The Papers We Want to Read

June 10

9:00 Discussion of readings in groups of your own choosing

10:30 In the large group come up with suggestions for using expressive writing and speaking (discussion) for discovering and making meaning. Strategies for exploratory assignments.

11:30 Assignment: come prepared to talk about your successful writing assignments.

Read: Bill Cerbin, The Nature and Development of Informal Reasoning Skills in College Students

12:00 Gourmet picnic

Week 3

June 13

9:00 Form two groups: each participant presents a successful assignment; group discovers criteria for these assignments: Audience, purpose, voice.

11:30 Report back to large group on the criteria. Develop a set of criteria for making assignments using our own experience and the Toulmin material.

Assignment: Irmscher material on evaluation; Nancy Sommers on responding and evaluating.

12:00 Lunch; PM free for planning/writing/ reading.

June 14

9:00 Small groups of 4 cross-disciplinary people discuss sample student papers to generate criteria for good writing.

11:00 Report to large group on the criteria

12:00 Lunch

1:00 Al on listening: Most people do not listen well; causes of poor listening; ways to improve listening; supportive listening; a listening exercise.

2:00 Make assignment: hand out sample papers with problems.

June 15

9:00 Workshop on writing problems: diagnosing and possible solutions

11:00 Report from last year's participants: Agnes Andreassian and Ed Willis

12:00 Lunch; PM free for writing, planning

June 16

9:00 Responding to writing; simulate the writing conference perhaps; other suggestions for response

1:00 Report from last year's participants: Cynthia Mahmood, Gary Boeyink, Jan Curry-Roper

June 17

9:00 Public Speaking: one to many communication.
1. Standards of evaluation
2. Discussion of evaluation instrument
3. Facilitating classroom presentation
4. Selecting and preparing a topic
5. Dealing with anxiety

Make the public speaking assignment to be done on Monday AM
Read: Bock and Bock, Evaluating Public Speaking

12:00 Gourmet picnic

Week 4

June 20

9:00 Do the public speaking assignment in two groups

11:00 Closure for assignment

11:30 Make reading assignment for formal research paper:
Stephen K. Stoan, Research and Library Skills: An Analysis and Interpretation
David Carlson, Ruth H. Miller, Librarians and Teaching Faculty: Partners in Bibliographic Instruction
Mary Durfee, Writing With the Students: Becoming a Community of Learners

12:00 Lunch

1:00 Report from last year's participants: Dave Timer

June 21

9:00 Robin on searching strategies: simulation and development of criteria for making library assignments.

June 22

Open for writing and planning; Walt and Al available for consultation.

June 23

9:00 Presentation (7) and critique of assignments/syllabi

12:00 Lunch; PM free for writing and planning

June 24 9:00 Presentations (6) continued

Schedule meeting time during orientation for follow-up and meeting with new faculty members; also begin thinking about the noontime forum--dates; topics; issues.

12:00 Celebratory picnic